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addresses, orations, and sermons have been arranged, according to the author, to typify a dozen coteries of students; among young men, medical, theological, and university graduates; and young women, both of boarding-school and college age.

The usual book of addresses is not read because it is not interesting. But Dr. Steele's volume is an exception; it is intensely interesting. Every discourse has a message and is presented in attractive style.

There is a common philosophy in all the discourses: it is the demand for contact with realities in education. Dr. Steele has no patience with an education the chief purpose of which is to train the memory. The important thing, he says, is to deal with things rather than with the symbols of things. The book should be of interest to the lay as well as the professional group.

*Two annual reports of a superintendent of schools.<sup>1</sup>*—What should go into the report of the superintendent of schools? One answer to this question is: The content of such reports should be determined by the interpretability and use of the data presented. These data should be selected and presented in a way that will contribute to an improvement of school practice. It must be frankly said that few of our superintendents' reports contribute much to the realization of such an objective.

The two latest annual reports of one of our largest and most progressive school systems follow the plan of the traditional report. Such a report is a composite volume introduced by a statement from the superintendent of schools, followed by general descriptive reports from the officers of the various departments. These statements are followed by a large body of statistical data, usually uninterpreted, and therefore, on the whole, unintelligible to the public.

A considerable portion of the Detroit reports is taken from the secretary's financial statement of the receipts and disbursements for each fiscal year. One is surprised to find that the smallest of the financial items are published—those as small as \$1.00. Such a financial statement in all probability could better have been condensed and published as "unit" costs.

*Three recent bulletins of the United States Bureau of Education.*—The Commission on the Reorganization of Secondary Education has outlined those fundamental principles which appear to it to be most helpful in directing secondary education. This is one of the most authoritative statements of

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<sup>1</sup> *Seventy-fourth and Seventy-fifth Annual Reports of the Board of Education of the City of Detroit.* Pp. 245.

these principles which has appeared; its influence on the organization and administration of the various subjects is bound to be colossal.

It outlines, among other topics, the need for reorganization; the goal of education in a democracy; and the main objectives of education. The last-mentioned section is the backbone of the discussion, and is generally in agreement with the objectives stated by such men as Dewey and Bobbitt. The Commission regards the following as the main objectives of education: health, command of fundamental processes, worthy home-membership, vocation, citizenship, worthy use of leisure, and ethical character.

The bulletin is recommended to school people in general, and particularly to the administrative officers and teachers in secondary schools.<sup>1</sup>

The modern mode of approach to the organization and administration of a scheme of industrial education is through the industrial survey. The reader is no doubt already familiar with the reports of such well-known surveys as those of Minneapolis, Richmond, Virginia, and Indiana (comprising the Indianapolis, Evansville, Richmond, and Jefferson County surveys). Now we have a similar survey for Wilmington, Delaware. The report of this survey should be of particular interest to those who are immediately concerned with the organization and administration of industrial education. Superintendents, vocational advisers, and industrial arts supervisors will find in the report a suggestive technique by which they may survey their communities as a preliminary step to introducing or modifying a scheme of industrial education.<sup>2</sup>

Research in the field of rural education has been very meager. Studies in the field of urban education are constantly appearing, but they are infrequent in rural education. One of the most recent contributions to the latter field has just appeared. It shows the various ways in which the state normal schools of the nation are helping to prepare teachers for the rural schools. Professor Burnham's recent study will afford many suggestions to those most immediately concerned with the work of normal schools.<sup>3</sup>

*Americanizing non-English residents.*—The Americanization movement has made wonderful progress during the past two years. One handicap the workers in the field have felt is the insufficient supply of suitable material in

<sup>1</sup> *Cardinal Principles of Secondary Education* Bulletin, 1918, No. 35. Washington, D.C.: Government Printing Office. Pp. 32. \$0.50.

<sup>2</sup> *Industrial Education in Wilmington, Delaware.* Bulletin, 1918, No. 25. Washington, D.C.: Government Printing Office. Pp. 102. \$0.15.

<sup>3</sup> *Rural-Teacher Preparation in State Normal Schools.* Bulletin, 1918, No. 27. Washington, D.C.: Government Printing Office. Pp. 77. \$0.10.